

# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>GENERAL THEMES</b> NB: These themes may be adapted at various times to incorporate the children's interests and allow them to flow through the provision.</p> <p><i>Well-being &amp; Behaviour for Learning</i></p>	<p><b>MARVELLOUS ME!</b> Starting school/ My new class/ My family/ New beginnings/ What am I good at? Dinosaurs (child led) People who help us/ Being kind/ Staying safe/ Careers Staying healthy/ Human body/ How have I changed? How do I make others feel?</p>	<p><b>ALL AROUND THE WORLD!</b> Traditional tales Little Red Hen: Harvest Old favourites Seasons/Weather Celebrations around the world Familiar tales The Nativity Panto Letters to Father Christmas</p>	<p><b>ANIMALS IN ACTION!</b> Life cycles Safari Animals around the world Climates/Hibernation Habitats Farm life Mini Beasts Animal arts &amp; crafts Night and day animals Animal patterns David Attenborough</p>	<p><b>OUR WORLD!</b> Plants &amp; flowers Watching things grow Space Fly me to the moon! Rocket building The great outdoors Reduce, reuse &amp; recycle Science</p>	<p><b>MEDIEVAL MADNESS!</b> Castles Monarchs Knights Fairy tales Myths &amp; Legends Design your own draw-bridge</p>	<p><b>SUNNY DAYS AND SANDY TOES!</b> Under the sea On the beach We're going on holiday! Where in the world should we go? Send me a postcard Comparing the seaside – past and present Seaside art</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>You Choose The Worry Monster Ruby's Worry Stickman The Train Ride Peace at Last Look Up! Giraffes Can't Dance Funny Bones The Rainbow Fish The Dinosaur that Pooped a Planet The Colour of Us The Ugly Duckling Rama and Sita</p>	<p>The Little Hedgehog Hairy Maclary Little Red Hen Percy the Park Keeper Handa's Surprise Pumpkin Soup The Jolly Postman Snowman Christmas Story Nativity</p>	<p>Babushka/The Three Kings The Very Hungry Caterpillar Tiger who came to Tea Owl Babies</p>	<p>Once Upon a Star Laura's Star Jasper's Beanstalk Whatever Next The Way Back Home Let's Go Outside Wild</p>	<p>Zog Zog and the Flying Doctors Robin Hood The Knight who wouldn't Fight</p>	<p>Snail and the Whale Who swallowed Stanley? Under the Sea (non-fiction) The Journey Emma Jane's Aeroplane The Suitcase The Sea Saw</p>

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<b>'WOW' MOMENTS / ENRICHMENT WEEKS</b>	Autumn Trail Hedgehog visitor Remembrance Day Harvest Birthdays Firefighter/Dentist/Nurse visit Favourite Songs What do I want to be when I grow up? (Video for parents) Diwali Black History Month	Guy Fawkes/Bonfire Night Christmas/Nativity Hanukkah Remembrance Day Children in Need Anti-Bullying Week Nursery Rhyme week Post a letter	Shadow Puppets Chinese New Year Random Acts of Kindness Week Valentine's Day Safer Internet Day Pond Life Squirrel visitor Trip to Marwell Zoo/Tapnell Farm?	Picnic in the Park Planting seeds Easter Nature Scavenger Hunt A virtual trip to Space Science Week Queen Elizabeth II Birthday Easter Egg Hunt (adapted for TD)	Medieval Food Tasting Map work – Finding Treasure Start of Ramadan Eid D-Day Carisbrooke Castle Visit?	Visit to the Beach Under the Sea – Songs and Shanties Healthy Eating Week World Environment Day World Oceans Day Ice Cream at the Sand Park Aeroplane Day Swimming Lessons RNLI visit
	<b>Welly Walk Woodlanders</b>	<b>Welly Walk Woodlanders</b>	<b>Welly Walk Woodlanders</b>	<b>Welly Walk Woodlanders</b>	<b>Welly Walk Woodlanders</b>	<b>Welly Walk Woodlanders</b>

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<b>GENERAL THEMES</b>	<b>MARVELLOUS ME!</b>	<b>ALL AROUND THE WORLD!</b>	<b>ANIMALS IN ACTION!</b>	<b>OUR WORLD!</b>	<b>MEDIEVAL MADNESS!</b>	<b>SUNNY DAYS AND SANDY TOES!</b>

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<p><b>COEL</b></p>	<p style="text-align: center;"><b>CHARACTERISTICS OF EFFECTIVE LEARNING</b></p> <div style="background-color: #e0f2f1; padding: 5px;"> <p><b>ENGAGEMENT - Playing and Exploring</b></p> <p>Children show curiosity about objects, events and people and use their senses to explore the world around them. They engage in open-ended activity showing particular interests by 'having a go'. Children will role play by acting out experiences with other people. Children will take risks by engaging in new experiences and learning by trial and error.</p> </div> <div style="background-color: #e0f2f1; padding: 5px;"> <p><b>MOTIVATION - Active Learning</b></p> <p>Children will maintain focus on their activity for a period of time and will show high levels of energy. They will keep trying when challenges occur and bounce back after difficulties using different approaches to their learning. Children will enjoy achieving what they set out to do and be proud of how they accomplished something - not just the end result. They will develop into self-regulating, lifelong learners.</p> </div> <div style="background-color: #e0f2f1; padding: 5px;"> <p><b>THINKING - Creative and Critical Thinking</b></p> <p>Children have their own ideas and will find ways to problem solve. They will make links between these ideas, making predictions, testing their ideas, and developing them. Children will choose ways to do things by planning, making decisions, and will then review how well the approach worked.</p> </div>
<p><b>OVERARCHING PRINCIPLES</b></p>	<p><b>UNIQUE CHILD</b> - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>POSITIVE RELATIONSHIPS</b> - Children learn to be strong and independent through positive relationships with all staff and their grown ups at home.</p> <p><b>ENABLING ENVIRONMENTS</b> - Children learn and develop well in safe and secure environments, in which their experiences respond to their individual needs.</p> <p><b>LEARNING AND DEVELOPMENT</b> - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>At St Mary's Catholic Primary we understand that children are engaged in their learning when they are active, interested and motivated. We understand that active learning involves other children, adults, objects, ideas, interests and events that occupy children for sustained periods. We promote STEM activities as it not only enables investigative, action-adapted learning, but also fosters independent learners who are responsive to their natural environment. Children also learn through play and this is encouraged in our Reception Class as it boosts confidence and enables the children to develop relationships by leading their own learning as well as being guided by adults.</p>

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

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GENERAL THEMES	MARVELLOUS ME!	ALL AROUND THE WORLD!	ANIMALS IN ACTION!	OUR WORLD!	MEDIEVAL MADNESS!	SUNNY DAYS AND SANDY TOES!
<b>COMMUNICATION AND LANGUAGE</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, storytelling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
	<p>Welcome to Reception! Settling in activities. Making friends. Sharing experiences that are familiar to them. Sharing facts about themselves. Discuss likes and dislikes using sentence stems. Model and encourage talking routines/ conversation structure throughout the day. For example, arriving at school: “Good morning, how are you?” Introduction of Zones of Regulation and talking about feelings. Exploring Rhyming at alliteration through phonics and story time. Nursery rhymes chanting on the way to lunch. Discuss how to listen carefully and why it is important.</p>	<p>Focus on familiar traditional tales and stories. Joining with stories and retelling them, remembering key events.  How to listen carefully and why it is important. Following instructions.  Develop vocabulary. Retelling stories. Story language. Listening and responding to stories. Choose books that will develop the children’s vocabulary.  Pick up on unfamiliar words in all areas of learning and explain the meaning of the words. Making comparisons from around the world vs UK.  Colourful semantics.</p>	<p>Using language well. Ask how and why questions. Discovering passions. Retell a story with story language. Story invention. Learn rhymes, poems and songs.  Describe events in some detail.  Colourful semantics. Talk for Writing.  Show and tell. Debating. Reading to a grown up. Grown up reading to the children (twice a day).</p>	<p>Describe events in detail adding time connectives.  Sustained focus when listening to a story.  Peer talk.  Use talk to help work problems and organise thinking and activities.  Children to ask questions to real life superheroes (firefighters, nurses) to find out more information.  Show and tell.  Debating.  Reading to a grown up. Grown up reading to the children (twice a day).</p>	<p>Comparing language over time.  Prediction - What happens next?  Re-read some books so that children learn the language necessary to talk about what is happening in the illustrations and relate it to their own lives.  Children to listen attentively during trips, drawing on information they have learnt to ask questions for clarification.  Show and tell. Debating. Reading to a grown up. Grown up reading to the children (twice a day).</p>	<p>Read books to the children that will give them knowledge of beach safety and ask comprehension questions.  Children talk about what it means to live on an Island.  Show and tell.  Debating.  Reading to a grown up. Grown up reading to the children (twice a day).</p>

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	Show and tell. Debating. Reading to a grown up. Grown up reading to the children (twice a day).	Show and tell. Debating. Reading to a grown up. Grown up reading to the children (twice a day).				
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development.</p> <p>Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
MANAGING SELF	<p>Personal, Social and Emotional Development is promoted throughout the year using</p> <ul style="list-style-type: none"> <li>• Using Zones of Regulation to identify feelings and talking through these feelings with the team.</li> <li>• Using portable visuals of the school rules to help the children to independently resolve conflicts.</li> <li>• Allowing the children to develop a sense of responsibility by offering roles within the class.</li> <li>• Using the class bee to celebrate children's achievements.</li> <li>• Weekly Life to the full lessons.</li> <li>• Weekly story time reading a story that explores any PSHE issues within the class.</li> <li>• Visit from the school nurse to discuss how to look after our bodies and personal hygiene.</li> <li>• Visit from a local dentist to promote the importance of oral health.</li> </ul>					

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<b>LIFE TO THE FULL</b>	<p><b>MODULE 1: CREATED AND LOVED BY GOD</b> UNIT 1: RELIGIOUS UNDERSTANDING <i>Handmade with Love</i></p> <p>UNIT 2: ME, MY BODY, MY HEALTH <i>I am me.</i> <i>Heads, shoulders, knees and toes.</i> <i>Ready teddy?</i></p> <p>UNIT 3: EMOTIONAL WELLBEING <i>I like, you like, we all like.</i></p>	<p><b>MODULE 2: CREATED TO LOVE OTHERS</b> UNIT 1: RELIGIOUS UNDERSTANDING <i>Role model</i></p> <p>UNIT 2: PERSONAL RELATIONSHIPS <i>Who's who?</i> <i>You've got a friend in me.</i> <i>Forever friends.</i></p> <p>UNIT 3: KEEPING SAFE <i>Safe inside and out.</i> <i>My body. My rules.</i> <i>Feeling poorly.</i></p>	<p><b>MODULE 3: CREATED TO LIVE IN COMMUNITY</b> UNIT 1: RELIGIOUS UNDERSTANDING <i>God is Love.</i> <i>Loving God. Loving others.</i></p> <p>UNIT 2: LIVING IN THE WIDER WORLD <i>Me, you and us.</i></p>
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	<p><i>Good feelings, bad feelings.</i> <i>Let's get real.</i></p> <p>UNIT 4: LIFE CYCLES <i>Growing up.</i></p>	<p><i>People who help us.</i></p>				
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<b>GENERAL THEMES</b>	<b>MARVELLOUS ME!</b>	<b>ALL AROUND THE WORLD!</b>	<b>ANIMALS IN ACTION!</b>	<b>OUR WORLD!</b>	<b>MEDIEVAL MADNESS!</b>	<b>SUNNY DAYS AND SANDY TOES!</b>

<b>PHYSICAL DEVELOPMENT</b>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
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	<p>Physical Development is promoted throughout the year using:</p> <ul style="list-style-type: none"> <li>• Providing access to lots of fine and gross motor activities within the environment inside and out including a busy fingers and playdough activities. •</li> <li>• Daily group fine motor activities.</li> <li>• Weekly 'Dough Disco' and 'Pen Disco' sessions in Autumn term.</li> <li>• Handwriting sessions as part of phonics lessons.</li> <li>• Daily movement songs to music.</li> <li>• Weekly yoga sessions.</li> <li>• Weekly outdoor PE sessions.</li> <li>• Woodlanders.</li> <li>• Swimming lessons.</li> <li>• Physical games at lunchtime such as Duck, Duck Goose and What's the Time, Mr. Wolf?</li> </ul>		
	<p>Help individual children to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting.</p> <p>Teach and practise lining up. Teach rules for lunch and importance of good manners and remind daily during the first half term.</p> <p>Chartwells workshop.</p>	<p>What keeps our body healthy? Exercise, Screen time, healthy eating, good sleep routine, visit from dentist about looking after our teeth.</p> <p>Real life heroes - Visit from local firefighters about fire safety and keeping everybody safe..</p>	<p>Explore where food comes and what foods are healthy choices. Why is healthy food important?</p> <p>Why is it important to keep our bodies healthy?</p> <p>Sports Day in July.</p>

<b>PE</b>	Yoga Multi-skills	Gymnastics Games	Dance	Throwing and Catching	Athletics	Field games
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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<b>LITERACY</b>	<p>Motivation is the key in promoting a love of literacy in children. A love of reading opens the door to adventures, learning new things and a whole host of key language skills such as speech development and vocabulary building. Reading consists of two dimensions: <b>Word Reading</b> and <b>Language Comprehension</b>. Word recognition is the ability to read and understand the words on a page, and language comprehension is the ability to make sense of the language we hear and the language we read.</p>					

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<p><b>COMPREHENSION (DEVELOPING A PASSION FOR READING)</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrain. Having a favourite story/rhyme. Reading English from left to right and from top to bottom. Naming different parts of a book. Sequencing familiar stories through the use of pictures. Recognising initial sounds. Name writing activities. Engage in meaningful conversations extending vocabulary. Introduction of the story 's'.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Story mapping. Editing of story maps and orally retelling new stories. sequencing stories - beginning, middle and end. Blend sounds into words, so that children can read short words made up of known letter sound correspondences. Enjoys an increased range of books.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, some common exception words. Ensure books sent home match the current phonics level individual children are working on.</p>	<p>Information leaflet about our planet. Introducing non-fiction and explaining the difference between fiction and non-fiction.</p> <p>World Book Day.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from the past.</p> <p>Retell a story with actions and picture prompts as part of a group. Acting out a narrative. Rhyming words.</p> <p>Re-read books to build confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Can explain the main events of a story - can draw pictures of characters / events / settings in a story. My include labels, sentences or captions.</p>	<p>Can draw pictures of characters / events / settings in a story.</p> <p>Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions, and reactions.</p> <p>Making predictions.</p> <p>Securing understanding that a non-fiction is a non-story and fiction is a story. Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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<p><b>WORD READING</b></p> <p>Children will be working in different groups for Bug Club Phonics based on assessment from Autumn 1.</p>	<p><b>Phonics:</b> Letters and Sounds Phase 2</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Listening to children read aloud, ensuring books are consistent with their developing phonics knowledge.</p>	<p><b>Phonics:</b> Bug Club phase 2 / introduction of phase 3</p> <p><b>Adaptive teaching groups</b></p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration. Spotting digraphs in words. Sound buttoning. Identifying common exception words such as 'the' and 'said'.</p> <p>Listening to children read aloud.</p>	<p><b>Phonics:</b> Bug Club phase 3</p> <p><b>Adaptive teaching groups</b></p> <p><b>Reading:</b> Rhyming strings, common themes in traditional tales, identifying characters and settings. Familiarise children with letter groups such as 'th', 'sh', and 'ch'</p> <p>Listening to children read aloud.</p>	<p><b>Phonics:</b> Bug Club phase 3</p> <p><b>Adaptive teaching groups</b></p> <p><b>Reading:</b> Story structure beginning, middle and end. Innovating and retelling stories to an audience.</p> <p>Listening to children read aloud.</p>	<p><b>Phonics:</b> Bug Club phase 3 / introduction of phase 4</p> <p><b>Adaptive teaching groups</b></p> <p><b>Reading:</b> Distinguishing capital and lowercase letters. Internal blending.</p> <p>Listening to children read aloud.</p>	<p><b>Phonics:</b> Bug Club phase 4</p> <p><b>Adaptive teaching groups</b></p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments.</p> <p>Transition work with year 1 staff.</p>
	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>

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<b>WRITING</b>	<p>Name writing activities, letter formation in phonics</p> <p>Giving meaning to marks</p> <p>Opportunities – Human timeline, family pictures, who lives in my home?</p>	<p>Start diary writing. Children give meaning to their marks and represent some sounds correctly.</p> <p>Children write initial sounds progressing to CVC words.</p> <p>Introduce simple captions</p> <p>Opportunities – Character speech bubbles, labelling story maps, labelling designs, recipes, maps, Christmas lists.</p>	<p>Consolidate phase 2 CVC writing.</p> <p>Captions writing and simple sentences using finger spaces</p> <p>Opportunities – Postcards, fact sheets,, labelling pictures, design sheets, adverts.</p>	<p>Captions writing and simple sentences using capital letters and full stops.</p> <p>Support children to re-read what they have written to make sure it makes sense.</p> <p>Opportunities – Speech bubbles, wanted posters, design sheets, labelling plant and vegetable patch, character descriptions, emails, letters, story writing.</p>	<p>Continue to work on sentence structure including capital letters, full stops and finger spaces.</p> <p>Opportunities – Royal history, design sheets, instructions, letters, postcards, fact sheets, recipes.</p>	<p>Writing recognisable letters, most of which are formed correctly.</p> <p>Spell word by identifying sounds and writing graphemes to match</p> <p>Writing phrases and sentences that can be read by others</p> <p>Opportunities – maps, letters, story writing, character descriptions, books.</p>

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<b>MATHEMATICS</b>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using concrete resources, including animals, buttons, and tens frames for organising counting. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children at St Mary's Catholic Primary School will be given the tools to develop positive attitudes and interests in mathematics, look for patterns and relationships, make connections, and talk to adults and peers about what they notice (which will widen their mathematical vocabulary), and not be afraid to make mistakes.</p>					

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	<p>Maths is promoted throughout the year using:</p> <ul style="list-style-type: none"> <li>• Using White Rose and Number blocks to support our teaching.</li> <li>• Whole class daily maths lessons with small group sessions at least once per week for those who need extra support.</li> <li>• Use of Numicon, cubes, counters, animals, and many more concrete manipulatives.</li> <li>• Children register each morning using a photo on the zones of regulation, we then count how many children we have in each zone using tens frames.</li> <li>• Date changed daily discussing what day it was yesterday, what day will it be tomorrow? etc.</li> <li>• Daily visual timetable for sequencing events.</li> <li>• Number songs and chanting on the way to lunch.</li> <li>• Lots of loose parts within the environment as well as dedicated maths areas inside and building on our maths area outside.</li> <li>• Opportunities to explore key mathematical concepts within the continuous provision.</li> </ul>
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	<p><b>Baseline</b> Gov. Reception Baseline Assessment St Mary's Baseline Assessments</p> <p><b>Just like me</b> Match and Sort Compare amounts Compare size, Mass and Capacity Exploring Pattern</p>	<p><b>It's Me 1, 2, 3</b> Representing 1, 2 &amp; 3 Comparing 1,2 &amp; 3 Composition 1, 2 &amp; 3 Circles and Triangles Positional Language</p> <p><b>Light and Dark</b> Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p><b>Alive in 5</b> Introducing 0 Comparing numbers to 5 Composition of 4 &amp; 5 Compare Mass Compare Capacity</p> <p><b>Growing 6, 7, 8</b> 6, 7 &amp; 8 Making Pairs Combining 2 groups Length and Height Time</p>	<p><b>Building 9 &amp; 10</b> 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3D Shape Pattern</p> <p><b>Consolidation – Key Skills</b> Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering</p>	<p><b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate</p> <p><b>First Then Now</b> Adding More Taking Away Spatial Reasoning Compose and Decompose</p>	<p><b>Find My Pattern</b> Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build</p> <p><b>On the Move</b> Deepening Understanding Pattern and Relationships Spatial Reasoning Mapping</p> <p><b>Transition to Year 1</b> End of year assessments Talking about expectations in Year 1 Introducing the children to the Year 1 curriculum</p>
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Vocabulary						
Whilst specific vocabulary is taught each half term, these words are revisited throughout the year.						
Match Same, different Numicon (Number Shapes) Sort Colour Size: big, little, small, large, tall, tallest, short, shortest, long Shape Sets Stack Roll How Many? Compare Fewer, fewest	Match Same, different How Many? 1, 2, 3, 4, 5 5 frame Forwards, backwards Order Numeral Altogether Set Compare, more, fewer One more, One less Next Score, record Small, medium, large	0,1,2,3,4,5,6,7,8 Compare, more, less More than, fewer than, same as, fair Numerals, order Subitise Parts, whole, altogether Same, different, changed Combination Arrange Heavy, heavier than, heaviest, light, lighter than, lightest Balance scales Estimate	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Arrange Notice Compare Set More, fewer Number bond 3D shapes: cylinder, sphere, cube, cuboid, pyramid, cone Flat, curved, face Similarities, differences, same, different Sort	Same, different Count More, fewer, set Compare Pattern Numbers to 20 Order Missing Set Rotate Sort, match Sides Positional language: Under, next to, in between Square, rectangle, triangle	Doubling Same, different. Compare Sharing, fair Groups, equal Record Pairs Odd, even Positional language: Under, next to, in between, in front of, behind Instruction High, low  <b>Digging Deeper:</b>	

More, most Full, empty Weigh Pattern, Repeat  <b>Digging Deeper:</b> Belongs Rule Odd one out Equal	Circle: 1 curved, side Triangle: 3 straight sides Positional language: Over, under, around, in, through, next to, between Squares, rectangles: 4 straight sides Pattern, repeat Day, night, morning, afternoon, before, after, today, now, next, tomorrow, later  <b>Digging Deeper:</b> Predict Beside, above, below 2 more, 3 more 2 less, 3 less	Capacity: empty, full, nearly full, nearly empty, half full Thin, thick, shallow 10s frame Pair, match Pattern Measure Furthest Length: longer, shorter. Height: taller, shorter. Breath: narrower, wider Time: Yesterday, today, tomorrow, events, minute, seconds  <b>Digging Deeper:</b> Missing	Pattern, repeat  <b>Digging Deeper:</b> 20	Long, thin, thick, wide, First, then, now Number stories Altogether Subitise Take away  <b>Digging Deeper:</b> 100 Doesn't belong Template Tangram	Half
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# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	ALL AROUND THE WORLD!	ANIMALS IN ACTION!	OUR WORLD!	MEDIEVAL MADNESS!	SUNNY DAYS AND SANDY TOES!
	<b>LINKED TEXTS</b>					
	<b>Just like me –</b> 'The Button Box' - Margarete S. Reid 'Dear Zoo' - Rod Campbell 'It's the Bear!' - Jez Alborough 'We're Going on a Bear' Hunt - Michael Rosen	<b>It's Me 1, 2, 3 -</b> 'Anno's Counting Book' - Mitsumasa Anno 'Mr Men' books - Roger Hargreaves 'Rosie's Walk' - Pat Hutchins  <b>Light and Dark –</b> 'Pete the Cat and His 4 Groovy Buttons' - Eric Litwin. 'Kipper's Birthday' - Mick Inkpen. 'Peace at Last' - Jill Murphy.	<b>Alive in 5 –</b> 'None the number' - Oliver Jeffers. 'Zero is the leaves on the tree' - Betsy Franco  <b>Growing 6, 7, 8 –</b> 'Six Dinner Sid' - Inga Moore 'Kipper's Toybox' - Mick Inkpen 'Jasper's Beanstalk' - Nick Butterworth	<b>Building 9 &amp; 10 –</b> 'Ten Black Dots' - Donald Crews 'Pattern Fish' - Trudy Harris	<b>First Then Now</b> 'Grandpa's Quilt' - Betsy Franco	<b>Find My Pattern –</b> 'The Doorbell Rang' - Pat Hutchins 'One Odd Day' - Doris Fisher and Dani Seed  <b>On the Move -</b> 'Harry and His Bucketful of Dinosaurs' - Ian Whybrow 'Mr Gumpy's Outing' - John Burningham 'How Many Legs?' - Kes Gray & Jim Field

	<b>LINKED NUMBERBLOCKS EPISODES</b>
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# RECEPTION LONG TERM PLAN 24-25

	<p><b>S1 E9</b> - Off We Go  <b>S1 E10</b> - How to Count  <b>S3 E8</b> Building Blocks  <b>S3 E17</b> Pattern Palace</p>	<p><b>S1 E1</b> – One  <b>S1 E2</b>- Another One  <b>S1 E3</b> – Number Two  <b>S1 E4</b> – Three  <b>S1 E5</b> – One, Two, Three  <b>S1 E10</b> – How to Count  <b>S3 E16</b> – Flatland  <b>S1 E8</b> - The Three Little Pigs  <b>S1 E6</b> –Four  <b>S1 E7</b> – Five  <b>S4 E8</b> - The Way of the Rectangle  <b>S5 E6</b> - Square Club</p>	<p><b>S3 E5</b> – Zero  <b>S1 E12</b> - The Whole of Me  <b>S1 E14</b> - Holes  <b>S3 E1</b> - Once Upon a Time.  <b>S1 E11</b> - Stampolines  <b>S1 E13</b> - The Terrible Twos  <b>S1 E15</b> - Hide and Seek  <b>S3 E3</b>- Numberblock Express  <b>S3 E4</b>– Fruit Salad  <b>S2 E1</b> – Six  <b>S2 E8</b> – Counting sheep  <b>S2 E2</b> – Seven  <b>S2 E12</b> – Fluffies  <b>S2 E3</b> – Eight  <b>S2 E9</b> – Double Trouble  <b>S2 E6</b> – Just Add One</p>	<p><b>S2 E4</b> – Nine  <b>S2 E10</b> – The Three Threes  <b>S3 E10</b>- Hiccups  <b>S3 E2</b> – Blockzilla  <b>S2 E5</b> – Ten  <b>S2 E13</b> – Blast Off  <b>S2 E7</b> – Ten Green Bottles  <b>S3 E6</b> - Now We Are Six to Ten  <b>S3 E17</b> - Pattern Place  <b>S3 E8</b> – Building Blocks  <b>S3 E11</b> – What’s the Difference?  <b>S3 E15</b> – Ten Again  <b>S3 E9</b> – Peekaboo  <b>S4</b> - What's my Number?  <b>S3 E14</b>– Octoblock to the Rescue  <b>S3 E13</b>– Five and Friends  <b>S2 E15</b>– Castle  <b>S3 E18</b>– The Legend of Big Tum</p>	<p><b>S3 E12</b> – Numberblock Rally  <b>S3 E24</b> - Eleven  <b>S3 E25</b> – Twelve  <b>S3 E21</b>– The Way of the Rectangle  <b>S3 E25</b>– Ride the Rays  <b>S3 E22</b> – Block Star  <b>S3 E29</b> - Thirteen  <b>S3 E26</b>– Fourteen  <b>S3 E27</b>- Fifteen  <b>S3 E28</b>– Tween Scenes  <b>S3 E30</b> - Step Squads  <b>S4</b> – Balancing Bridge  <b>S4</b> - Sixteen  <b>S4</b> – Square Club  <b>S4</b> – Seventeen  <b>S4</b> – Eighteen  <b>S4</b> – Loop the Loop  <b>S4</b> – Nineteen  <b>S4</b> – Twenty  <b>S4</b> - Tall Stories  <b>S4</b> - Flights of Fancy  <b>S4</b> – I Can Count to Twenty</p>	<p><b>S3 E19</b> – Mirror Mirror  <b>S4</b> - Heist  <b>S4</b> – Sign of the Times  <b>S4</b> – Fun Times Fair  <b>S4</b> – The Lair of Shares  <b>S4</b> - Terrible Twosday  <b>S2 E11</b> – Odds and Evens  <b>S3 E20</b> – The Wrong Number  <b>S2 E14</b> – The Two Tree  <b>S4</b> – Divide and Drive  <b>S4</b> - Twenty One and On  <b>S4</b> – We're Going on a Square Hunt  <b>S4</b> - Thirty's Big Top  <b>S4</b> – Land of the Giants</p>
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	MARVELLOUS ME!	ALL AROUND THE WORLD!	ANIMALS IN ACTION!	OUR WORLD!	MEDIEVAL MADNESS!	SUNNY DAYS AND SANDY TOES!
<b>UNDERSTANDING THE WORLD</b>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them - from visiting parks or museums, and meeting important members of society such as police staff or firefighters. In addition, listening to a broad spectrum of stories both fiction and non-fiction, rhymes and poetry, will advance their understanding of our culturally, socially, technologically and ecologically diverse world. Vocabulary used to discuss our diverse world will enrich their learning and support later reading comprehension.</p>					
<b>HISTORY</b>	<p>History is promoted throughout the year using:</p> <ul style="list-style-type: none"> <li>• Daily visual timetable for sequencing events.</li> <li>• Verbal recap discussion throughout the day reviewing children’s learning.</li> <li>• Sequencing stories.</li> <li>• Children sharing special moments from home with peers, recalling information with support from Class Dojo posts. • Writing club - diary writing.</li> </ul>					

# RECEPTION LONG TERM PLAN 24-25

Vocabulary - Repeated and revisited throughout the year: Now, next, then, before, after, younger, older, a long time ago, yesterday, tomorrow, today.
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<p>Introduce routines: visual timetable, reminders of structure throughout the day.</p> <p>Discuss human life cycle, growth, and how they have changed already.</p> <p>Families – sense of their own life story.</p> <p>Black History Month Windrush generation (Floella Benjamin).</p> <p>Extinct! - Discuss animals that have become extinct.</p>	<p>Reception trip to Lapland! link to Amelia Earhart and to images of historical transport.</p> <p>Recall the story of the Nativity - sequence the story (Colourful semantics &amp; TFW).</p> <p>Children understand what traditional tales are.</p> <p>Nursery rhymes and how language has changed, e.g. “pail”, “curds and whey”.</p> <p>Verbally sequence traditional tales from around the world and suggest what might happen next.</p> <p>How people used to celebrate Christmas.</p>	<p>Story of Baboushka - significant person and events from the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Chinese New Year - explore cultural traditions and compare them to our own - look at how they have changed over time.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>St David’s day and the historical significance of national days and saints.</p>	<p>Retell events from our Carisbrooke Castle trip and write about it.</p> <p>Talk about the differences between castles from the past and present day castles.</p> <p>Our real life superheroes. Talk about the lives of people who help us and our family members. Visitors in to discuss their role in society.</p>	<p>What places on the Isle of Wight have you visited? What did you see?</p> <p>Look at seaside holidays in the past. When elephants came to the Isle of Wight! Look at what people wore on the beach 100 years ago.</p> <p>The history of the RNLI.</p> <p>To discuss and reflect on their journey in Reception in preparation for their move to Year 1.</p>
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<b>GEOGRAPHY</b>	<p>Geography is promoted throughout the year using:</p> <ul style="list-style-type: none"> <li>• Welly Walks: children will explore the natural world around them, with focus on how to look after the environment</li> <li>• Throughout the year explore the changes that are happening within the environment as the seasons change</li> <li>• Plant and cultivate in our outside space</li> <li>• Maps and globes within continuous provision • School trips</li> </ul>
	<p>Vocabulary - Repeated and revisited throughout the year: distance (near, far away), seasons (summer, autumn, winter, spring), weather (rain, snow, storm etc.), names of countries, cities, towns, and names of physical geography such as beach, cave, hill, mountain.</p>

# RECEPTION LONG TERM PLAN 24-25

	<p>Where do I live? Every house has its own address.</p> <p>A long walk (linked to Floella Benjamin's journey) followed by creating a simple map of our journey. Comparing our long journey to Floella's journey.</p> <p>Children to discuss the similarities and differences between life in England (Isle of Wight) and other countries (Caribbean).</p>	<p>Show children where Bethlehem is on a map.</p> <p>Christmas around the world. Explore the concept of different places in the world. Not all countries are the same.</p> <p>Famous landmarks.</p> <p>Flight VS2512 to Lapland!</p> <p>Talk about the change of season (autumn to winter).</p> <p>Diwali celebrations - explore similarities and differences to our culture and celebrations</p>	<p>Discuss animals from different countries. Why are they best suited to that habitat? Fur coat, camouflage etc.</p> <p>Talk about the change of season (winter to spring).</p>	<p>Plant seeds and observe the changes that happen.</p> <p>Explore how different environments affect growth.</p> <p>Space - explore and compare our world to other planets and the solar system.</p>	<p>Looking at a map of Carisbrooke Castle and planning our route.</p> <p>Talk about the change of season (spring to summer).</p>	<p>Local geography, highlighting differences between forests, beaches, towns.</p> <p>What places on the Isle of Wight have you visited? What did you see?</p> <p>Link to tourism: people want to come to the Isle of Wight because it is sunny, beaches, etc.</p> <p>Explore the importance of recycling and impact on the environment.</p> <p>Litter picking in the local environment.</p>
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	<p>Exploring foods from around the world.</p> <p>Describe environment using positional language 'in front of' and 'next to'</p> <p>To understand what an island is (Trinidad and the UK).</p>			<p>Where does our food come from? Exploring foods from around the world. Why does that grow there? Is it a hot or a cold country? Why can't we grow that on the Isle of Wight? What food is grown on the Isle of Wight?</p>		
<p><b>SCIENCE</b></p>	<p>Science is promoted throughout the year using:</p> <ul style="list-style-type: none"> <li>• Welly Walks: describing what they hear, and see. ious feel experiences.</li> <li>• Compare what they have observed with species and prev</li> <li>• Teach names of some local plant and habitats.</li> <li>• animal • Woodlanders.</li> <li>• Science Week.</li> </ul>					

# RECEPTION LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME!	ALL AROUND THE WORLD!	ANIMALS IN ACTION!	OUR WORLD!	MEDIEVAL MADNESS!	SUNNY DAYS AND SANDY TOES!
EXPRESSIVE ART AND DESIGN	The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
DANCE, PERFORMANCE AND IMAGINATIVE PLAY	Dance, Performance Skills and Imaginative Play is promoted throughout the year using: <ul style="list-style-type: none"> <li>• Continuous provision access to small world, role play, costumes, props and masks</li> <li>• Gross motor skills essential for dancing will be developed when using the swing, balance beams, climbing wall and physical resources within the continuous provision and at lunch time</li> <li>• Children will take part in a daily wake up shake up dance session, with a focus on copying moves and growing in confidence as a dancer.</li> <li>• Confidence to speak in front of an audience is encouraged at carpet time, during show and tell, and at play time. • Children to take part in a talent show and school nativity.</li> </ul>					
ART	Art is promoted throughout the year using: <ul style="list-style-type: none"> <li>• Access to art and mark making materials throughout the continuous provision.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Large- and small-scale painting, collage and junk modelling materials are available.</li> <li>• Traditional and non-traditional drawing and writing tools.</li> <li>• Self portraits.</li> </ul>
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# RECEPTION LONG TERM PLAN 24-25

<b>DESIGN TECHNOLOGY</b>	Design Technology is promoted throughout the year using: <ul style="list-style-type: none"> <li>• Vehicles, pushchairs, bikes.</li> <li>• Small world characters and dolls with moveable limbs.</li> <li>• Large construction outside.</li> <li>• Small construction inside and outside.</li> <li>• Design sheets throughout the continuous provision.</li> <li>• Non-fiction books about construction and design in construction and creative areas of the provision. • Junk modelling.</li> <li>• Den-making outside.</li> <li>• Healthy food choices and hygienic food practice is discussed at snack and lunch times.</li> </ul>					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	MARVELLOUS ME!	ALL AROUND THE WORLD!	ANIMALS IN ACTION!	OUR WORLD!	MEDIEVAL MADNESS!	SUNNY DAYS AND SANDY TOES!
<b>RELIGIOUS EDUCATION</b>	R.E. is promoted throughout the year using: <ul style="list-style-type: none"> <li>• Celebration of children’s individuality and abilities through Show and Tell and sharing Class Dojo posts.</li> <li>• Learning about other cultures and religious festivals.</li> <li>• Fiction and non-fiction texts within the continuous provision.</li> </ul>					
	CREATION	CATHOLIC SOCIAL TEACHING  ADVENT	CHRISTMAS  REVELATION  LENT	HOLY WEEK  EASTER	PENTECOST	SACRAMENTS
<b>BRITISH VALUES</b>	MUTUAL RESPECT We are all unique. We respect differences between different people and their beliefs in our	MUTUAL TOLERANCE Everyone is valued, all cultures are celebrated and we all share and	RULE OF LAW We all know that we have rules at school that we must follow. We know right from wrong and who to talk	INDIVIDUAL LIBERTY We all have the right to our own views. We are all respected as individuals. we feel safe and have a go	DEMOCRACY We all have the right to be listened to. We respect everyone and we value their different ideas and	RECAP ALL BRITISH VALUES Fundamental British Values underpin what it is to be a citizen in a modern

# RECEPTION LONG TERM

## PLAN 23-24

	community, in this country and all around the world. All cultures are learned, respected, and celebrated.	respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	to if we do not feel safe. We recognise that we are accountable for our actions. We must work together as a team where necessary.	at new activities. We understand and celebrate the fact that everyone is different.	opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	and diverse Great Britain valuing our community and celebrating diversity of the UK. fundamental British Values are not exclusive to being British and are shared by other democratic countries.
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# RECEPTION LONG TERM

## PLAN 22-23

EARLY LEARNING GOALS – FOR THE <b>END OF THE YEAR</b> - HOLISTIC / BEST FIT JUDGEMENT!						
COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number:</p> <p>Subitise (recognise quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>